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ABSTRACT

THE PRODUCT OF TWO SUMMER INSTITUTES TO PREPARE TEACHERS AND ADMINISTRATORS FOR SCHOOL INTEGRATION, THIS REPORT CONTAINS A RESOURCE MANUAL ON "COMMON PREJUDICES OF NEGROES AND WHITES." FOR FULL ABSTRACT OF INSTITUTE PROCEEDINGS, SEE UD 009 479. FOR OTHER RESOURCE MANUALS, SEE UD 009 481, UD 009 482, UD 009 483, AND UD 009 484. (KG)

COMMON PREJUDICES OF NEGROES AND WHITES

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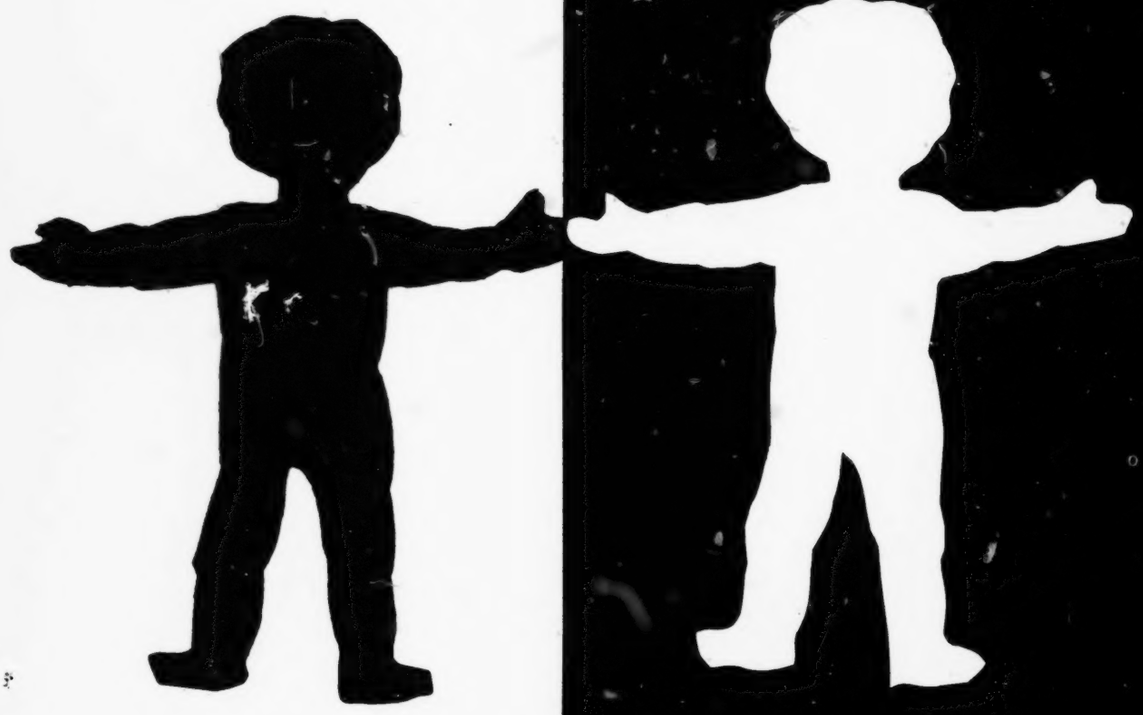

Community Consolidated Schools

District 65

Evanston, Illinois

Gregory C. Coffin

Superintendent of Schools

Laval S. Wilson Project Director

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DEC

WHERE DO WE GO FROM HERE?

One of the great liabilities of history is that all too many people fail to remain awake through great periods of social change. Every society has its protectors of the status quo and its fraternities of the indifferent who are notorious for sleeping through revolutions. But today our very survival depends on our ability to stay awake, to adjust to new ideas, to remain vigilant and to face the challenge of change. The large house in which we live demands that we transform this world-wide neighborhood into a world-wide brotherhood. Together we must learn to live as brothers or together we will be forced to perish as fools.[1]

We will be greatly misled if we feel that the problem will work itself out. Structures of evil do not crumble by passive waiting. If history teaches anything, it is that evil is recalcitrant and determined, and never voluntarily relinquishes its hold short of an almost fanatical resistance.[2]

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[1] Martin Luther King, Jr., Where Do We Go From Here: Chaos or Community? (New York: Bantam Books, Inc., 1968), pp. 199-200.

[2] Ibid. p. 151.

An In-Service Training Program Which Focuses on Assisting Educators of School District 65 to Develop Some Common Understandings About Crucial Integration Issues

COMMUNITY CONSOLIDATED SCHOOLS
District 65
EVANSTON, ILLINOIS

1968 - 1969
School Year

Gregory C. Coffin
Superintendent of Schools

Laval S. Wilson
Project Director

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TABLE OF CONTENTS

For

COMMON PREJUDICES OF NEGROES AND WHITES

page

Superintendent's Message 4

Foreword 5

Project Staff 6

Institute Participants 8

Section I -- Introduction to Materials 10

1. Background of Evanston In-Service Training Program . . . 11

2. Second Summer Institute 12

3. An Example of the Materials Developed During the Institute 13

4. A Description of the Materials and Suggestions for Their Use 14

5. Specific Suggestions for Implementing the In-Service Training Program 18

Section II -- Teacher Manual 21

Bibliography 44

Section III -- Student Manual 47

Section IV -- Annotated Listing of Unipacs 62

SUPERINTENDENT'S MESSAGE

When I spoke before Upsilon Chapter of Phi Delta Kappa last year, explaining our plan for school integration in District 65, one of the points emphasized was this: No matter what we do in the schools to teach our children about the contributions of the American Negro to the development of this country, no matter what we teach about the basic equality of man, too often it is all contrary to the direct exposure which boys and girls get. Whether you subscribe to John Dewey, or to one of the current high priests of education such as Jerome Bruner, you must still agree that true education is the result of both direct and vicarious learning experiences.

If all direct experiences are contrary to all vicarious experiences, it is not unreasonable to suppose that attitudes of boys and girls -- attitudes learned in the elementary grades -- are going to be shaped significantly by these direct experiences. The answer, then, is to enable the children to have positive early educational experiences, learning with and from each other.

In School District 65, the youngsters, teachers, administrators, general staff, parents and community have completed one year of districtwide school integration. Available evidence seems to indicate that we had a very successful year. For the first time in the lives of many people who live in this community, blacks and whites have interacted in meaningful ways. Young people have begun to develop mutual respect and appreciation for each other as individuals, without regard to skin color. Teachers have relearned the fact that children of whatever color are individuals with individual needs and abilities, and have worked toward providing for these both professionally and personally.

The districtwide in-service training programs we have had for the past two summers have assisted all teachers and students to understand better the content and the attitudinal aspects of integrated education. We feel that we have started on the long road to real integration, and we are glad to share with others some of the things we have learned. The materials resulting from the 1968 in-service work reflect much of what we have learned. We hope they will prove to be useful tools to others who share our goal of the best possible educational experiences for all our youngsters.

Gregory C. Coffin
Superintendent of Schools

FOREWORD

School integration is working in Evanston. If, though, you feel that I am attempting to indicate that we had a year of integration without problems, let me dispel that notion. Successful school integration is a hard, long, and difficult task. We did have problems last year. We will have more problems this year. But, the professional staff of District 65 is deeply involved in in-service training programs which will be of significant assistance to us as we attempt to overcome problems associated with quality, integrated education.

After one year of districtwide integration, it would seem helpful if all of our teachers in all of our schools were provided an opportunity to develop some common understandings about some crucial issues. Our colleagues who participated in the 1968 Summer Integration Institute have developed materials which will be helpful in sensitizing us to the significance of ten of these issues. The resource manuals and film shorts which were produced will be of tremendous value in making the rocky road of integrated education a very rewarding experience for the boys and girls about whom we care so much.

Laval S. Wilson
Project Director

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SECTION I

INTRODUCTION TO MATERIALS

DEVELOPING COMMON UNDERSTANDINGS ABOUT CRUCIAL INTEGRATION ISSUES

Background of the Evanston In-Service Training Program

In the fall of 1967, School District 65 of Evanston, Illinois, put into effect a district-wide integration plan. To implement the plan school attendance areas were redrawn for all of the district's sixteen elementary schools. In addition, the previously all-Negro Foster School was eliminated. The Negro students who would have attended Foster were reassigned to other schools on a percentage-of-enrollment basis. The building facility which was the Foster School is now an experimental laboratory school with voluntary enrollment from throughout the district. All Negro youngsters in District 65 are now attending school on an integrated basis.

In preparation for school integration, District 65 conducted an Integration Institute for more than 300 teachers and administrators during the summer of 1967. The purpose of that program was to assist educators to become more aware of the many factors associated with quality school integration. During the 1967-68 school year, teachers and administrators indicated the tremendous benefits they received from the 1967 Summer Institute.

By no means, though, did we feel that one institute solved for us all or even a majority of our integration problems. Successful

integration is a long process. Attitude changes are sometimes long in coming. We must work continuously at this difficult task. For the educators, upon whose shoulders a great deal of the success of school integration will rest, continuous assistance must be provided in solving integration problems.

Second Summer Institute

As we proceeded through the first year of our integration plan, the need for a set of common understandings concerning certain issues for all educators in the district became apparent. The 1968 Summer Integration Institute was created to meet this need. This Institute focused on developing some common understandings about some very crucial issues in a corps of educators from our school district. Ten such understandings were identified and studied during the institute. They were as follows:

1. Black Power and Its Effect on Racial Interaction
2. Common Prejudices of Negroes and Whites
3. Discipline Standards in Integrated Schools
4. Family Background and School Achievement
5. Grouping Children in Integrated Schools
6. Interpersonal Relations Among Students
7. Race and Intelligence
8. Sensitivity to Interpersonal Relationships

9. The Black Self Concept

10. The Negro in American History

Resource manuals, Unipacs, and film shorts were developed for each of the ten issues. Ten small groups of five or six members each had the specific task of writing one Teacher Resource Manual, one Student Resource Manual, and several Unipacs. In addition, instructional consultants to the Institute made thirty-minute film shorts about each of the ten crucial issues. Together, the written materials and the films will serve as the basis for our district-wide in-service training program.

An Example of the Materials Developed During the Institute

Let us look at one set of materials developed during the Institute. As an example, let us look at the crucial issue entitled, The Negro in American History. The Instructional Consultants for this concept were Dr. John Hope Franklin and Mrs. Beatrice Young. Dr. Franklin made a major presentation to the participants of the Institute*. This presentation on the Negro in our history served as background information for all of the participants. Dr. Franklin and Mrs. Young then became consultants to just the six people who were to write the Teacher and Student Resource Manuals and Unipacs. Essentially, they elicited from the consultants all types of information which could be incorporated into

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* A two-hour film of Dr. Franklin's original presentation on The Negro in American History is available for distribution through School District 65.

the written materials. At the same time, the history group and the consultants discussed the content of a thirty-minute film short. Together they outlined the concepts which seemed most crucial for inclusion in the film short. The thirty-minute film short that Dr. Franklin then made was recorded on 16mm film and became the correlate to the Teacher Resource Manual -- The Negro in American History. These two items, then, will provide a great deal of content about the Negro in American history, resources to which one could turn for more information and specific activities which would be of assistance in becoming more knowledgeable about the topic.

Even though the above example is concerned with the crucial issue The Negro in American History, each of the ten manuals and film shorts was developed in a similar manner. Usually, more than one consultant was available to each writing group. This provided a tremendous amount of expertise for the ten groups as they began to formulate ideas for inclusion in their manuals.

A Description of the Materials and Suggestions for Their Use

We suggest that all members of a school staff be involved in this in-service training program from beginning to end. One of each of the ten crucial issues should be the focus of attention for each of the ten months of the school year. We are not suggesting, though, that the first week of each month or each Monday of a week be Negro history week or day. The ideas suggested in the materials can be most helpful to the teachers and youngsters if, once they have been introduced, they become an integral aspect of the daily activities of the schools.

Teacher Manual

The teacher's manual has been developed as a resource for aiding teachers and other adults to develop understandings about crucial issues.

This manual is sectioned into Main Ideas, Sub-Ideas, Behavioral Objectives, Content, Activities, and Bibliography. Definitions for these terms are provided below:

A. Main Idea -- An overriding or general idea which has breadth and depth.

B. Sub-Idea -- Specific ideas which contribute to and make up the main idea. The objectives are built around these.

C. Behavioral Objective -- The specific measurable goal which will demonstrate knowledge of the main idea or sub-idea.

D. Content -- Subject matter which will assist in developing better understandings about the main idea and sub-idea.

E. Activity -- The procedures and methods which will contribute to and aid in achieving the behavioral objective.

F. Bibliography -- Includes references to books, periodicals, poems, writings, records, tapes, and speeches pertaining to the main idea and sub-ideas.

Film Short

The film short is a thirty-minute presentation about one of ten crucial integration issues. There is one film short for each teacher manual.

Student Manual

Each student manual is similar in format to the teacher manual. The content section, though, has been deleted from this manual. Even though this manual is entitled "student manual," it is to be used by the teacher and not the student. The contents of the teacher manual have been worded in student language for the student manual. In this way, the teacher can integrate the main ideas and sub-ideas into her classroom teaching without having to rethink the teacher concepts into those appropriate for students.

Unipac

A Unipac is a self instructional set of materials for the student.* The term literally means a one idea package. The Unipacs developed during the Institute focus on furthering understandings about one of the sub-ideas included in the teacher and student manuals. The Unipac is similar in format to the manuals. Both utilize a Main Concept (Main Idea), Sub-Concepts (Sub-Ideas), Behavioral Objectives, and Activities. In addition, there is a pre-test and a post-test to evaluate understandings before using the Unipac and after its use. There are two sections to each Unipac, a teacher section and one for the student. The teacher section provides her with the necessary information to help each child work independently with his Unipac.

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* In general, the Unipacs have taken the form of the model provided by The IDEA Materials Dissemination Center in South Laguna, California.

Even though our Unipacs were developed as self instructional materials, consideration must be iven to the skills and maturity of each student. Therefore, some 8th grade youngsters may be able, after a short introduction, to independently work through many Unipacs. In comparison, kindergarten or first grade students may need to proceed through such material only under the supervision of the teacher -- in large group or small group lessons.

Resource Persons

At least one teacher in each school in District 65 participated in the Institute. As we implement the in-service training program, the representative(s) from your building should be invaluable as a resource. Although each manual and Unipac is different, the format for each is very similar. Each participant, therefore, was involved in writing materials similar to the type you are about to read and can provide helpful suggestions for maximizing its use.

Summary

The film shorts and teacher manuals are geared to furthering the understandings of teachers or other adults about crucial integration issues. Once teachers have developed some common understandings, they then can meaningfully integrate these understandings into the classroom. The student manuals, worded in student behavioral terms, will be quite helpful to the teacher as a resource for student activities and references as she implements the ideas during various

lessons. The manuals are constructed in a general to the specific framework.

To augment the various lesson ideas presented by the teacher from the teacher and student manuals, the Unipacs may be used. These are geared to self instruction, depending upon the maturity of the student.

Specific Suggestions for Implementing the In-Service Training Program

1. All members of a staff should participate in the in-service training program. In general, a staff should focus on developing understandings about one crucial issue a month.
2. A regular meeting date should be designated and a series of meetings should be scheduled. As a minimum, we suggest one general meeting a month of an hour and a half in length. The purpose of the meeting should be the development of teacher understandings about a particular crucial issue.

   Within two weeks, this meeting should be followed by a second one of an hour. This meeting should be used for small group discussions, department discussions, or subject area discussions, to determine the most feasible ways to integrate the particular crucial issue into classroom lessons.
3. Each participant should be provided a copy of the teacher and student manuals about the crucial issue to be studied prior to the first time the group is to meet. This will provide an opportunity for each participant to become fairly familiar with the material so that he can be an active discussant during the meeting.

4. The film short should be shown at the beginning of the first meeting.
5. A chairman, or discussion leader, should be designated to keep discussion moving in a fairly orderly manner.
6. After viewing the film, the following should occur:
   A. Discussion in large group.
      1. Relate film ideas to teacher manual.
      2. Clarify concerns raised about Main Idea, Sub-Ideas, Behavioral Objectives, Content, and Activities.
      3. Attempt to get participants to express and discuss their true feelings.
   B. If your staff is too large to accommodate meaningful discussion in one large group, break into two or more smaller groups of no less than fourteen in a group.
7. The representative(s) from your school who participated in the Institute can serve as an invaluable resource in better understanding and implementing the use of the in-service training materials.
8. Discussion about the use of the Unipac and methods of implementing the crucial issues with the students should be undertaken at the second meeting.
9. The Unipacs which were written to accompany a manual should be used first with your students. After this occurs, any other Unipac which seems helpful should be used whenever the appropriate occasion arises.
10. Provide the opportunity on an ongoing basis for the crucial issues to be an important aspect of the classroom learning of each student.

Concluding Remarks

The implementation of this in-service training program will not be an easy task. Race relations is an emotionally packed, tense type of "happening." We are hopeful, though, that your participation in this program will be a rewarding experience for you and all of your youngsters.

In June, we hope you might indicate a feeling similar to that of one of our Institute participants. "I have never worked so hard in such a short time. The experiences have been frustrating, rewarding, and enriching. An extremely valuable experience in personal and intellectual growth."

SECTION II

TEACHER RESOURCE MANUAL

(For Teacher Use Only)

There is on the next page of this section a summary page which lists the Main Idea and all the Sub-Ideas developed for the entire Teacher Resource Manual. After this summary page each of the Sub-Ideas is presented in sequential order. First in the sequence, then, is the Sub-Idea, followed by a Behavioral Objective, Content, and Suggested Activities.

COMMON PREJUDICES OF NEGROES AND WHITES

MAIN IDEA: Anti-black racism is a part of our cultural value system. This provides the basis on which most sentiments or prejudices against black people, including black self-hatred, are founded.

Sub-Ideas:

I. Anti-black racism affects every aspect of our lives -- every institution and relationship.

II. Racism is a distortion of scientific facts.

III. Because Negroes were thought to be innately inferior, facts about their contributions to American history were minimized and distorted.

IV. Prejudices take many forms; some are expressed while others remain unexpressed.

V. Prejudice is an unfounded, overgeneralized prejudgment formed without benefit of facts.

VI. Self-awareness in both black and white people is necessary to break down anti-black racism.

VII. An integrated classroom will provide a testing ground for preparing a youngster for everyday living.

SUB-IDEA I:

Anti-black racism affects every aspect of our lives -- every institution and relationship.

BEHAVIORAL OBJECTIVE:

A teacher should be able to give students information about prejudice and discrimination, to develop positive attitudes toward human differences, and to encourage democratic behavior across group lines, through the use of those activities which are both relevant and feasible in terms of her class.

C O N T E N T

Problems with regard to race relations have a great deal of bearing on our institutions and every aspect of our daily lives. According to Dr. Nathan Wright, Jr.:

> If we were to make a list of categories into which the so-called race problem might fit, we would probably recognize at a quick glance that the so-called race problem is of a variegated nature. It would be apparent that there are at least economic, educational, political, psychological and philosophical aspects to our race relations or civil rights concerns. (Nathan Wright, Jr., Black Power and Urban Unrest, p. 70.)

These problems are inherent in the plight of the members of minority groups and are discussed by Gertrude Noar:

> Minority group persons suffer from feelings of insecurity, guilt, frustration and anger as the result of the treatment they receive in our society. Minority groups suffer from discrimination in housing, employment, education, and the use of recreational facilities and public accommodations. (Gertrude Noar, Prejudice and Discrimination, p. 11.)

Gertrude Noar further emphasizes the effect of discrimination when she states:

> Discrimination in any aspect of life deprives the individual of the human and civil rights which are granted to him by the Federal Constitution, the Bill of Rights and the Civil Rights Act of 1964.
> (Gertrude Noar, Prejudice and Discrimination, p. 11.)

The individual's social and civic effectiveness along with his personal development is thus affected, preventing many citizens from attaining a standard of living commensurate with their desires and abilities.

Community practices with regard to prejudice have a very strong influence on individual families. Earl Raab and Seymour Lipset report:

> Family and group practices are typically consistent with prevailing community practices. These community practices provide the 'frame of reference,' the social situations which are the key to the genesis and sustenance of prejudice. Such practices can be prejudiced by:
> 1) Prescribing the modes of behavior by which the individual himself will behave toward minority group members in various settings; i.e., as employees, as fellow-workers, as neighbors, as social acquaintances, as friends.
> 2) Providing direct or indirect evidence of the modes of behavior which the rest of the community applies to minority group members in the various settings.
> (Earl Raab and Seymour Lipset, "Prejudice and Society," Minority Problems, eds. Arnold M. Rose and Caroline B. Rose, p. 371.)

The community setting is further developed by the school setting. However, the influence of our schools has not always been positive. In fact, according to Dr. Nathan Wright:

> Much of the focus of our growing urban unrest has been centered on the public schools making the educational system in some cities a veritable battleground of inter-group conflict.
> (Nathan Wright, Black Power and Urban Unrest, p. 70.)

The influence of race relations affects every aspect of our lives, every institution and relationship.

Suggested Activities:

1. Using the following films: "Boundary Lines, " "No Hiding Place," "The High Wall," "The Victims," and "Segregation Northern Style," the teacher can develop with the children role-playing situations that relate to the incidents depicted in the films.

2. The teacher should provide magazines that are oriented to both blacks and whites: Jet, Ebony, Liberator, Life, Look. From articles in the magazines, youngsters will pick those which treat racial prejudice.

3. The class may be asked to compile a list of important people involved directly or indirectly in civil rights.

4. The teacher may introduce the UNIPAC entitled, "Media and Prejudice" by Ellen Hennessy.

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:

Racism is a distortion of scientific facts.

BEHAVIORAL OBJECTIVE:

Teachers should have a thorough knowledge of prejudice and an understanding of the facts that are used to decide those prejudices. The teacher should be able to construct a list of statements based on scientific facts that will enable the student to investigate and compare these facts with other interpretations of existing knowledge on the subject.

C O N T E N T

People dealing with racial prejudice seek to set men of different races against each other by using every possible means of preventing the natural intermingling process of the human race. Racism, therefore, is the expression of a system of thought which is fundamentally anti-national. We can define Racism:

> Racism is a system which falsifies scientific facts, automatically ascribes to men all those phenomena observed among animals. (Ruth Benedict and Gene Weltfish, The Races of Mankind, p. 14.)

Racial myths not supported by research and scientific data can be confusing and often times dangerous when they are believed. The superiority feeling of one group is not supported by research. According to Grambs:

> Although people may develop feelings of superiority and inferiority based on differences, research does not support such feelings. No one group can be demonstrated as innately superior to any other. Scientific evidence supports the premise that man is part of one biological family. (Jean D. Grambs, Understanding Intergroup Relations, p. 11.)

Superior intelligence of one race over another is a myth evolving from racial prejudice. The scientist realizes this every time he measures intelligence in any man, black or white; intelligence is what any one man is born with plus what has happened to him since he was born.

Knowing facts concerning racial prejudice will provide a basis for understanding. Alpenfels states:

> Scientific facts alone will not make you love your fellow man, but facts will lay a firm foundation that can become the beginning of understanding. It is what you do after you know the facts that counts. Facts plus understanding plus a desire to conquer prejudice lead to constructive action.
> (Ethel J. Alpenfels, Sense and Nonsense About Race, p. 4.)

By using methods of problem-solving which involve data gathering, testing of myths against reality, and establishing hypotheses and alternative solutions, Grambs feels that the children and youth will develop reasonable behaviors in regard to other individuals and groups.

From this content, we can see that racism, as it exists, is a distortion of scientific facts. The problem can be remedied by a thorough knowledge of the facts concerning racial myths.

. . . . . .

A Decalogue of Race

1. Thou shalt not bow down before the false god of racial supremacy.

2. Thou shalt not boast that only thy race is pure.

3. Thou shalt not preach that whole races are at different levels of physical development.

4. Thou shalt not attach importance to color of skin or other racial traits.

5. Thou shalt not establish racial groups as fixed and unchangeable.

6. Thou shalt not, to the detriment of thy neighbor, assert that cultural achievements are based on racial traits.

7. Thou shalt not hold that there are racial personality traits that are inborn or inherited.

8. Thou shalt not look down upon thy brother because his appearance is different from thine.

9. Thou shalt not because a man is of a different religion or nationality say that he belongs to a different race.

10. Thou shalt faithfully and sincerely act on the foregoing admonitions and then, indeed, Thou wilt love thy neighbor as thyself.

(Ethel J. Alpenfels, "A Decalogue of Race," Sense and Nonsense About Race, p. 8.)

. . . . . .

Myths

1. There are pure races.

2. There is a superior race.

3. Races do not change.

4. Difference in physical racial traits is important.

5. The Negro lacks the ability to achieve top positions in society.

6. Racial mixtures produce inferior offspring.

7. The Jews are a race.

8. The white race is superior because it has developed the highest known civilization.

9. Criminals are usually dark-haired.

10. You can tell a person's nationality by his picture.

11. Negroes will soon outnumber whites.

12. Races smell different from one another.

13. Each race has different blood types.

14. Negroes make property values fall.

. . . . . .

Generalities or Fallacies

1. All black people have rhythm.
2. The white race is superior to all others.
3. All blacks are thieves.
4. Black people are lazy.
5. All Polish people are big and dumb.
6. All Italians eat spaghetti.
7. All mothers-in-law are nags.
8. People who wear horned-rim glasses are intellectuals.
9. All Italians are garlic-eaters.
10. All Jewish people wear heavy make-up and pastel clothing.
11. Blacks are innately inferior in intelligence.
12. All Irishmen are hot-tempered militants.
13. All blacks have offensive body odor.
14. Black people are able to excel more in certain sports.
15. All blacks are black-skinned.
16. Jewish people do not celebrate the girls in the family as much as the boys.

Suggested Activities:

1. Take students on a field trip to the Museum of Natural Science to get anthropological and biological data. (See Races of Man section.)
2. Present a list of 10 misconceptions or myths concerning racial behavior or traits.
3. With this list in mind, view the movie "Brotherhood of Man" with the class. Then correct the myths with scientific facts.
4. Show the movie "Exploding the Myths of Prejudice" and develop a discussion around:
   a. a concrete example of prejudice, and
   b. several myths regarding race and the scientific truth that disproves them.

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:

Because Negroes were thought to be innately inferior, facts about their contributions to American history were minimized and distorted.

BEHAVIORAL OBJECTIVE:

The teacher should have a thorough knowledge of all resource material related to Negro culture from films, filmstrips, texts, video-tapes, and pamphlets. From this knowledge the teacher should be able to list the many contributions of the Negro to history in conjunction with the periods of time covered in the social studies curriculum.

C O N T E N T

It is very essential that history be reported in a truthful manner. In order to receive a true picture of our civilization, the contributions made by all groups of people must be included.

Jean D. Grambs comments that:

> Civilizations have risen and fallen in many areas of the earth, and each one has made its unique contribution to the human heritage. Therefore, it is impossible to assign any one contemporary racial or cultural group sole credit for the twentieth century's advanced science and technology. Previous centuries have seen many different cultural groups come forward in their turn as the bearers of the highest civilization; each group contributed its own discoveries and achievements to the common human inheritance. (Jean D. Grambs, Understanding Intergroup Relations, p. 11.)

Most of our history textbooks have not presented a complete picture. Salk writes:

> Numerous studies indicate that there has been a virtual exclusion of this history of the Negro people from our textbooks -- not only of the Negro people, but of virtually all minority groups. The majority of our U.S. history textbooks have been written from an Anglo-Saxon point of view, and a great many of the problems that exist, particularly in race relations, have been created and have been promulgated not only by mis-information but, what is even worse, by no information at all: censorship by commission and omission.
> (Erwin A. Salk, A Layman's Guide to Negro History, p. xii.)

With regard to this same issue Lloyd Marcus comments:

> Textbook treatment of racial inequality and attempts at its eradication consists more of complacent generalizations than hard facts. In most cases, the 1954 Supreme Court decision on public school desegregation is presented without any consideration of the underlying principles and of the subsequent on-going attempts at compliance and evasion. The achievements of living Negro-Americans are mentioned in very few books.
> (Lloyd Marcus, The Treatment of Minorities in Secondary School Textbooks, p. 60.)

This same concern is voiced by Gertrude Noar:

> Textbooks have either omitted, slighted, or distorted minority group characteristics, history and contributions.
> (Gertrude Noar, "The Times Call for Courage," The Journal of Teacher Education, December 1964, p. 2 reprint.)

This exclusion of minority groups from history textbooks has had a negative effect on the members of those groups. One reason, according to Noar (1964), why minority group children suffer feelings of exclusion and worthlessness is because they do not find reference to the roles their forebears played in American history.

Putting the Negro into United States history is a most complex, but extremely important, task. During the past few years there have been increasing demands for such an innovation. According to an article entitled "Put the Negro into United States History" in the March, 1968 issue of Illinois Education:

> Pressures for the needed change seem to come from at least four quarters:
> 1) The Civil Rights movement of the past dozen years.
> 2) Recent scholarship and the resultant new light shed on the role and treatment of the American Negro.
> 3) The realization that racial stereo-typing is divisive and inimical to the development of an intelligent and constructive way of life in a racially pluralistic society.
> 4) Increasing demands on the public schools to assume responsibility to help society with its most pressing problems.
> (Franklin N. Hurt, "Put the Negro into United States History," Illinois Education, March 1968, p. 288.)

Suggested Activities:

1. Read 100 Amazing Facts About the Negro by Joel A. Rodgers.

2. Have small groups of individuals draw a series of large pictures with titles depicting major black contributions to American history (episodes and people). The groups could combine their pictures into one large sequence. This can be fastened to broom handles which can be wound through a cardboard box with a large opening which looks like a T.V. screen. The class can make their own tape-recording to give information on each incident which can be presented to others in a T.V. program format.

3. Pupils can be taken on a field trip to the Museum of Afro-American Arts to acquire knowledge about the Negro in American history.

4. View the movie "Epitaph for Jim Crow" and direct the students in establishing a list of 20 illustrations where Negro contributions were as great as those of the white man.

ADD YOUR OWN ACTIVITIES

SUB-IDEA IV:

Prejudices take many forms; some are expressed while others remain unexpressed.

BEHAVIORAL OBJECTIVE:

Given the definitions of prejudice, discrimination, and scapegoating, the teacher will be able to recognize and identify the form of and the resulting acts of racial prejudice present in our society.

C O N T E N T

Prejudice as explained by Heilbroner is one way in which we define the world in order to see it, classifying the infinite variety of human beings into a handful of types toward whom we learn to act in a prejudging fashion.
(Robert Heilbroner, "Don't Let Stereotypes Warp Your Judgment," Think, June 1961, reprint.)

Dr. Nathan Wright while addressing a workshop on integration stated:

> I think of prejudice as being false culturally rooted assumptions which impair the teaching process.
> (Nathan Wright "Common Prejudices," reprint of address to Integration Institute, Evanston, Ill., July 1, 1968.)

We will see that prejudice can take many forms and these forms may vary in intensity. Gertrude Noar writes:

> Dislikes, biases, hostility, and hatred show up in fantasy which may be the precursor to action. Much behavior which reveals prejudice is in the form of verbal aggression. These include rumors, jokes, doggerel, accusations, teasing, threats, name-calling. Coercive action, scapegoating, exclusion, rejection and discrimination are also caused by prejudice.
> (Gertrude Noar, Prejudice and Discrimination, p. 10.)

Prejudices vary in intensity. The words which indicate intensity are preference, bias, dislike, hostility, hatred, and bigotry.

Hostile relationships may be discussed or defined in several forms. We can best define hostile relationships, known as prejudice, in four basic forms:

1) predilection which is the simple preference of an individual for one culture, one skin color, or one language as opposed to another. This is inevitable and natural but could be the first step of scapegoating if it turns into more active biases which is
2) prejudice, a rigid, inflexible, exaggerated predilection, an attitude in a closed mind. Prejudice expressed leads to --
3) discrimination, an act of exclusion prompted by prejudice. Finally,
4) scapegoating is a full-fledged aggression in word or deed. The victim is abused, verbally or physically. He cannot fight back, for the person doing the act sees to it that he only picks on minority groups, weaker than himself, in that particular situation.

Raab and Lipset summarize our feeling on prejudicial attitudes:

> It is common to think of the prejudiced attitude as consisting of both hostility and as overgeneralization or stereotype. But, in fact, it is possible for an individual to have the stereotype without the hostility, or the hostility without the stereotype. It is possible to cloak two groups with the same stereotype, and have different feelings about them.
> (Earl Raab and Seymour Lipset "Prejudice and Society," Minority Problems, eds. Arnold M. Rose and Caroline B. Rose, p. 366.)

From this information, we can understand that prejudiced attitudes differ and there is almost an endless variety of possibilities. The expressed forms of prejudice are evident, while the unexpressed forms are often hidden behind the mask of selection and choice.

Gordon Allport developed a diagram showing "A Continuum of Social Relationships Among Human Groups":

FRIENDLY	Cooperation
	Respect
	Tolerance
	Predilection
	Prejudice
	Discrimination
HOSTILE	Scapegoating

(Gordon Allport, A.B.C.'s of Scapegoating, p. 8.)

Suggested Activities:

1. Provide situations for students through intergroups relations that will stress positive attitudes of cooperation, respect, and tolerance.

2. Plan with the students a two day experiment where everyone will have an opportunity to experience prejudice. Example: Divide the children by rows or by alphabet into two groups. The first day, group 1 will be discriminated against; the second day, group 2. The group being discriminated against must go to the end of the line, sit in the back of the room, won't be called on to answer questions, must use separate drinking fountains, eating facilities, are the last to use playground equipment, etc. The teacher should then lead the children in a discussion of their feelings concerning prejudice.

3. Introduce the Unipac on scapegoating entitled, "Who's the Goat?" by Ruby Murray.

ADD YOUR OWN ACTIVITIES

SUB-IDEA V:

Prejudice is an unfounded, overgeneralized prejudgment formed without benefit of facts.

BEHAVIOPAL OBJECTIVE:

Given the facts through this manual, resource persons, filmstrips, video-tapes, etc., the teacher is able to help the children recognize prejudice in practical situations.

C O N T E N T

Prejudice can be described in various forms. According to Ian Stevenson:

> Prejudice is a false generalization about a group of people -- or things -- which is held onto despite all facts to the contrary.
> (Ian Stevenson, "People Aren't Born Prejudiced," Parents' Magazine, February 1960, reprint.)

Raab and Lipset state:

> Prejudice can be defined exclusively in terms of human behavior which denies equality or status to certain racial, religious or ethnic groups.
> (Earl Raab and Seymour Lipset, "Prejudice and Society," Minority Problems, eds. Arnold M. Rose and Caroline B. Rose, p. 371.)

Allport defines prejudice when he relates it to discrimination.

> Discrimination and prejudice are related to each other, yet the two processes are not identical. We can define discrimination as a process which denies people their natural or legal rights because of their membership in some unfavored group. In general, discrimination reinforces prejudices and prejudices provide a rationalization for discrimination. The corrections for discrimination are legal, or lie in a change through social practice; whereas the remedy for prejudice lies in the education and conversion of attitudes.
> (Gordon Allport, "Prejudice and the Individual," The American Negro Reference Book, ed. John P. Davis, p. 707.)

One form of prejudice that is evident in our society is stereotyping. Stereotyping as described by Heilbroner is gossip that makes us prejudge people before we ever lay eyes on them. Mack and Duster define stereotyping as a special form of social typing.

> It is the classification of a whole category of persons as particular social types. Instead of responding to an individual's characteristics of intellectuality or cynicism, American whites see intellectual Negroes and cynical Negroes. In a word, no matter what the Negro does, he is seen first of all as a Negro, and only secondarily as the perpetrator of the deed.
> (Raymond Mack and Troy Duster, Patterns of Minority Relations, p. 34.)

Social typing is extremely important and often necessary in modern urban society: we associate with so many different people in our ordinary day that we don't have the time to get to know each of them intimately. With this in mind, Gertrude Noar tells how teachers can play an important role in today's world.

> They can do more toward integration when they realize that they, as well as their pupils, have prejudices and tendencies to use stereotypes and are willing to subject those prejudgments and generalizations to reality testing.
> (Gertrude Noar, The Teacher and Integration, p. 11.)

Noar continues by explaining that teachers need psychological information about the emotional needs common to all people. When these needs are not satisfied, learning and personality development become blocked and distorted.

Even though children are prejudiced, Stevenson believes that unprejudiced teachers can instruct children in the ways of clear thinking that underlie tolerance. He states that there is definite evidence that education reduces prejudice.
(Ian Stevenson, "People Aren't Born Prejudiced," Parents' Magazine, February 1960, reprint.)

Gertrude Noar tells the effect of prejudice on the individual:

> The person who harbors prejudices based upon differences of race, color, religion, creed, national backgrounds or social class restricts his associates and thereby impoverishes his own life. His negative feelings, which may become as intense as hatreds, engender anger which, in turn, cause feelings of guilt.
> (Gertrude Noar, Prejudice and Discrimination, p. 11.)

With an understanding of prejudice we can see how minority group persons suffer from feelings of insecurity, guilt, frustration, and anger as the result of the treatment they receive in our society.

Suggested Activities:

1. The teacher should provide the students with stories containing elements of prejudice. These stories should include prejudice as related to housing, schooling, politics, etc. They should be worded in such a way that the students will be able to answer questions and re-write endings showing no prejudice. (See example stories in student manual.)

2. The teacher should know the definitions and be able to supply information to students about predilection, stereotyping, and bigotry. (See Sub-Idea IV.)

3. The teacher should lead a discussion of the effects of stereotyping and give students the Unipac entitled, "Stereotyping," By Kenneth DeMano.

4. The teacher should lead a discussion concerning prejudice and bigotry. Give students the Unipac entitled, "Prejudice," by Selma Seider.

ADD YOUR OWN ACTIVITIES

SUB-IDEA VI:

Self-awareness in both black and white people is necessary to break down anti-black racism.

BEHAVIORAL OBJECTIVE:

The teacher should understand the derivations of and the criteria necessary to build a self-concept and should provide situations in which the child can develop this self-awareness to help him become a total individual.

C O N T E N T

According to Gertrude Noar:

> It seems to us, teachers must come to see that human relations in education is a way to help each individual to find what lies within him and then to accept and make peace with himself.
> (Gertrude Noar, The Nature of Human Relations Problems in the Classroom, p. 8.)

Noar submits the idea that the school needs to help the pupil develop a positive self-image; that when he likes himself, he is then ready to move toward liking others, including those who are very different from himself.
(Gertrude Noar, Information is Not Enough, p. 3.)

Three main myths are described by Broadus Butler as having deprived the American Negro from attaining a good self-image which would enable him to see himself and live as free and equal Americans. These are: (1) the myth that the American Negro has no cultural past; (2) the myth of biological and social inferiority; and (3) the myth of poverty.

Butler further presents the following theory for the development of a Good Negro Self-Image:

> We must frankly begin by remaking, remolding, re-creating, and re-evaluating our own self-image. The greatest need that we Negroes have at the moment is for cultural mirrors that will magnify ourselves in such ways as to enable us to stand foursquare before ourselves clearly and reflectively. This cannot be just a legal mirror, because we must come up with profound social and moral answers about our own self-image before we can use the image to demand equality in dignity instead of new legal equality.
> (Broadus Butler, "The Negro Self-Image," Minority Problems, eds. Arnold M. Rose and Caroline B. Rose, p. 355.)

Gertrude Noar concurs with this view when she says, in effect, that Negro children do not find people like themselves -- in other words "Model Black People" with whom they can identify.
(Gertrude Noar, Information is Not Enough, p. 8.)

In essence, Nathan Wright gives his conception of "Black Power" as the POWER for SELF-REALIZATION; the need for black people to become themselves in all of the inherent possibilities. The ability to attain the Power to accomplish this will signify to the black person his own good (build a good self-image). Only as all Americans become the best they can be will America be the best nation it can be.

We can see that self-awareness in both black and white people will be necessary to break down racial prejudice.
(Nathan Wright, Black Power and Urban Unrest, p. 156.)

Suggested Activities:

1. Have the students do a self-concept inventory entitled "How I View Myself."

2. Have each member of the class write two examples of words, phrases, or activities which are objectionable to his ethnic group. Have the class discuss them.

3. Divide the class into research groups according to their interests in music, literature, art and dance. Relate these interests to the ethnic groups represented in your class.

ADD YOUR OWN ACTIVITIES

SUB-IDEA VII:

An integrated classroom will provide a testing ground for preparing a youngster for everyday living.

BEHAVIORAL OBJECTIVE:

By means of sociograms, attitude surveys, discussions, series of open-end questions, and observations, the teacher should have a thorough knowledge of the make-up of his group's feelings, attitudes, knowledge, and needs. With this knowledge he should be able to build into the curriculum those issues that are relevant to everyday living.

C O N T E N T

The integrated situation can do much to help support the youngster in understanding others and utilizing his and others' contributions to the group. The schools then have a distinct responsibility to create this situation.

Gertrude Noar states:

> Schools must provide experience and practice situations in which the pupil will learn certain human relations skills. These are essential for effective living as are the fundamental skills of reading, writing and arithmetic.
> (Gertrude Noar, Information is Not Enough, p. 3.)

Contact and experiences among groups are beneficial to better education. The N.E.A. Journal in a statement concerning de facto segregation states:

> Contact among children of varied backgrounds is essential to education. Pupils learn much from each other. Laws or customs cannot prevent contact between cultures, they merely prevent those types of contact which would do the most good. They do not insulate cultures; they only prolong incompatibility.
> (Educational Policies Commission, "De Facto Segregation," National Education Journal, October 1965, p. 34.)

In developing this contact and experience the teacher must be aware of the situation being established. According to Pettigrew:

> Interracial contact can lead either to greater prejudice and rejection or to greater respect and acceptance, depending upon the situation in which it occurs.
> (Thomas Pettigrew, "Prejudice and the Situation," The American Negro Reference Book, ed. John P. Davis, p. 715.)

The N.E.A. Journal further states:

> The best way to build good relations between the races is to enable each race to have experiences with the other which are welcome and fruitful, and in which each race can come to see the other as composed of individuals and not stereotypes. Negroes who have no contact with whites -- or only contacts which threaten their security -- tend to develop negative attitudes toward whites in general. The school which is integrated can supply interracial experiences and offset the possible damage from their denial. By contrast the school which is racially segregated loses this capacity.
> (Educational Policies Commission, "De Facto Segregation," National Education Journal, October 1965, p. 35.)

In order to establish a proper integrated setting there should be common goals and objectives. Thomas Pettigrew lists the objectives or goals necessary to lessen prejudice:

> Prejudice lessens when two groups:
> (1) possess equal status,
> (2) seek common goals,
> (3) co-operate dependent on each other, and
> (4) interact with the positive support of authorities, law, or custom.
> (Thomas Pettigrew, "Prejudice and the Situation," The American Negro Reference Book, ed. John P. Davis, p. 715.)

An integrated classroom that is relevant to everyday living will provide a testing ground for understanding in group behavior and lessening prejudice.

Suggested Activities:

1. Using the open-ended questions similar to the ones listed below, the teacher should use the information obtained to form study groups, research groups, or drama groups which will help to analyze and understand student attitudes and the attitudes of others in society.

   Sample questions are:

   (a) To my mind, races should be (should not be) segregated because _____.

   (b) When I think about blacks, I see _____.

   (c) I am (am not) afraid of people whose skin color is not white because _____.

   (d) I went to a party with black and white students which turned out to be a (good, bad) experience because _____.

   (e) If I had a party, I would exclude (white, black, Mexican, Oriental) students because _____.

2. Through pupil-teacher planning sessions, the teacher can arrange for committee or small group work. Then the teacher can give these groups common goals and objectives.

3. Direct each child to identify with another ethnic group. The student will use resource material to give an oral report to the class about that group's culture, history, contributions, etc.

ADD YOUR OWN ACTIVITIES

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- The High Wall
- No Hiding Place
- Segregation Northern Style
- Victims
- Felicia
- Boy

SECTION III

STUDENT RESOURCE MANUAL

(For Teacher Use Only)

There is on the next page of this section a summary page which lists the Main Idea and all the Sub-Ideas developed for the entire Student Resource Manual. After this summary page, each of the Sub-Ideas is presented in sequential order. First in the sequence, then, is the Sub-Idea, followed by a Behavioral Objective and Suggested Activities.

COMMON PREJUDICES OF NEGROES AND WHITES

MAIN IDEA: Anti-black racism is a part of our cultural value system. This provides the basis on which most sentiments or prejudices against black people, including black self-hatred, are founded.

Sub-Ideas:

I. Anti-black racism affects every aspect of our lives -- every institution and relationship.

II. Racism is a distortion of scientific facts.

III. Because Negroes were thought to be innately inferior, facts about their contributions to American history were minimized and distorted.

IV. Prejudices take many forms; some are expressed while others remain unexpressed.

V. Prejudice is an unfounded, overgeneralized prejudgment formed without benefit of facts.

VI. Self-awareness in both black and white people is necessary to break down anti-black racism.

VII. An integrated classroom will provide a testing ground for preparing a youngster for everyday living.

SUB-IDEA I:

Anti-black racism affects every aspect of our lives -- every institution and relationship.

BEHAVIORAL OBJECTIVE:

After participating in multi-racial activities, you should be able to list at least three situations in which you were involved with a person or persons of another race and tell how it affected you.

Suggested Activities:

1. View a television program or read a book in which blacks and whites are involved. Role-play one of these situations and reverse your position in regard to race (i.e., white youngster would take position of black and vice-versa.)

2. Eat lunch with a person who is a member of a race other than yours.

3. If you have an opportunity to choose a partner in a game or activity, choose a person of another race.

4. Plan an assembly or program which will be an interview program of resource persons in the community on the topic of anti-black racism and how it affects their lives. The following matters must be decided by the group:

   (a) How to select the interviewer or interviewers and how many to have.
   (b) What committees are needed and what their function will be.
   (c) What professions and jobs do you want represented in the participants.
   (d) Specifically whom do you want to participate.
   (e) Whom do you want to invite to attend the program.
   (f) What questions do you want to ask.
   (g) Who will handle the hospitality.

5. Plan with your parents a family activity or outing to which you will invite a person of another race. You may decide to invite someone to dinner, a picnic, a trip to the zoo, a visit to a museum, a church service, etc.

6. Use the Unipac entitled "Media and Prejudice" by Ellen Hennessy.

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:

Racism is a distortion of scientific facts.

BEHAVIORAL OBJECTIVE:

When given a list of myths and generalities concerning race, you should be able to determine those which are invalid.

Suggested Activities:

1. Have seminars to discuss scientific facts about race.

2. From your notes on the seminar, resource person, films, etc., you should be able to clear up the misconceptions in the list of myths and generalities.

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:

Because Negroes were thought to be innately inferior, facts about their contributions to American history were minimized and distorted.

BEHAVIORAL OBJECTIVE:

You should be able to add correct facts regarding the Negro role in American history to a given list of 10 major incidents of our history.

Suggested Activities:

1. You will be given a list of 100 facts concerning Negro history and asked to apply them to current history curriculum.

2. Construct a "Time Line" of American history using facts of Negro contributions and culture.

3. As a class, select a name of a famous American from the teacher's list. The first person tells something about him, the second person adds something else, and so on until all facts and information have been given. The next famous person is selected and the talking continues.

4. From a file on different ethnic groups kept by the teacher, choose a picture of a prominent personality and describe him to the class. For example: sports, government, cinema, music, medicine, religion, science, education.

5. From a file on famous people, buildings, places, or things around the world, select one picture and identify the picture by country and if possible tell some historical facts about it. Examples include: Leaning Tower of Pisa, Arch of Triumph, Eiffel Tower, Trevi Fountain, Congo River, Jomo Kenyatta, Victoria Falls, Nile River, Albert John Luthuli, Kwame Nkrumah, Sphinx, Sahara Desert, Winston Churchill.

6. One child, selected by the teacher, stands and gives clues or hints to identify a famous personality in American history. That child then selects one child from the class to try and guess who he is. Each correct guess gets a "yes" reply from the child describing the personality. The child guessing has to stop when he gets a "no" reply. If the personality hasn't been identified after three children have tried to guess who it is, the describer identifies him and another personality is chosen to try and identify.

ADD YOUR OWN ACTIVITIES

SUB-IDEA IV:

Prejudices take many forms; some are expressed while others remain unexpressed.

BEHAVIORAL OBJECTIVE:

After viewing a movie involving forms of prejudice, you should be able to identify the extremes of behavior with regard to the social relationships of the groups involved. You should be able to determine which behavior is friendly and which is hostile.

Suggested Activities:

1. Construct a continuum of relationships among human groups by defining: cooperation, respect, tolerance, predilection, prejudice, discrimination, and scapegoating.

2. From the diagram below, place the terms in proper relation with regard to behavior extremes.

Friendly Hostile

---

3. Your teacher will select a movie for you to view. Look at it, keeping in mind the relationships listed in Activity 1.

ADD YOUR OWN ACTIVITIES

SUB-IDEA V:

Prejudice is an unfounded, overgeneralized prejudgment formed without benefit of facts.

BEHAVIORAL OBJECTIVE 1:

After having completed the assignments given by your teacher concerning prejudice, you should be able to write at least one prejudice which you hold.

Suggested Activities:

1. In your own words, write definitions of these words:

   prejudice
   prejudgment
   fact
   stereotype
   scapegoating
   bigot
   myth

2. Write at least 10 statements about someone who is a member of another race. Discuss these statements with your teacher and other students to see if you have an unrecognized prejudice.

BEHAVIORAL OBJECTIVE 2:

Given the following four short stories, you should be able to determine whether the behavior of any individuals in the stories reflects prejudice.

Suggested Activities:

1. By answering questions prepared for each story, re-write the story without prejudice. Stories appear on page 56.

2. When you read the stories, compile a list of the prejudiced statements that were made by the characters in the story.

3. Do the Unipac entitled, "Prejudice" by Selma Seider.

4. Do the Unipac entitled, "Who's the Goat" by Ruby Murray.

5. Do the Unipac entitled, "Stereotyping" by Kenneth DeMano.

ADD YOUR OWN ACTIVITIES

Rhymettes

Susan's phone rang. It was Mary calling.

"Susan, I feel awful. I have a high fever. I'll never be able to sing with the group at the dance Saturday night!"

"But you have to, Mary," Susan said, "it's our first really big chance, and we're really ready!"

"Susan, I'm sorry, but I can't," Mary said.

Susan hung up. Oh no, she thought. It left only three days to find and train another singer. Susan called June and Ellen, the other Rhymettes, and told them the bad news.

The next day, the three girls put a notice on the school bulletin board:

> Rhymettes need another performer.
> Try out at 3:15 today in the Girls' Social Hall.

That afternoon seven girls came to try out. One girl, Jane, was better than all the others.

When the time came to discuss the tryouts, the three Rhymettes were silent. Finally June said, "Jane is a black girl. We can't have her in our group."

Ellen agreed with her. She thought the group would look funny with a singer who was so different.

Susan disagreed. "I think we should take Jane. After all, she is the best."

Questions:

1. Who is right? Susan or the other girls?

2. Did you think the Rhymettes were white girls? Negro girls? Why? Does it make any difference?

A New Friend

Emma and her family were having breakfast and talking about her day's work. Then Emma had a request to make.

"Mother," she said, "the girls are going bowling Saturday night. I'd like to have one of my friends stay overnight so that she doesn't have to go home late."

"Very good, Emma," her mother replied. "What's her name?"

"Paulette Rosenthal," answered Emma. "She is a new girl and I like her very much."

"Rosenthal?" said Emma's mother. "She is Jewish, isn't she?"

"Yes, she is Jewish," said Emma. "What difference does that make? I like her and that is all that matters."

"Now, Emma," her father said, "your mother and I know Jews better than you. It would be better not to have the Rosenthal girl spend the night."

Emma did not agree with her parents. She liked Paulette and felt that her parents were wrong.

Questions:

1. Is Emma right in wanting a Jewish girl to spend the night at her house even though her parents feel the way they do about Jews? What could Emma say or do to change their minds?

2. Are your Jewish friends welcome in your home? What about friends of other religions or nationalities that are different from your own? Do you have any?

Equal Opportunity

Tom was out looking for a job. He remembered that Bill's father had a sporting store in the next block. He went in and inquired but was turned down even though a clerk said they had a few positions open.

The next day Bill asked Tom whether he had found a job.

"I've had a lot of trouble finding a job," Tom said. "Very few employers are hiring black boys this year. I couldn't even get a job in your father's store."

That night Bill talked to his father about Tom. He said that prejudice was unfair.

Bill's father was upset. He said, "You know that Tom is a Negro. I like him but almost all my customers are white. This would hurt my business."

Questions:

1. What are some of the reasons Bill could have given his father so he would hire Tom?

2. In the places you and your family work, are all jobs open to Jews, Catholics, or Negroes who are qualified? If not, why not? Could the situation be improved?

Brotherhood

John and his mother were busy addressing invitations for his birthday party. John wanted a part of his class to come. John was having difficulty deciding which ones in his class he wanted to invite.

"How many Negroes do you have in your class?" his mother asked.

"I think we have six in all," replied John. "Why?"

"Well, you know how they like to show off. Why invite them?" his mother said.

"Ah, Mom! said John, "Some of them are my best friends. I have already listed Tim and Joe. They are Negroes."

"Well, if you invite them and they spoil your party, remember I warned you about them."

Questions:

1. What should John do? Listen to his mother or decide for himself?

2. How do you decide who you invite to your parties? Tell why.

SUB-IDEA VI:

Self-awareness in both black and white people is necessary to break down anti-black racism.

BEHAVIORAL OBJECTIVE:

After "making a study of yourself," you should be able to write a short story telling how you, as an individual and as a member of your race, feel about yourself, how others view you, and how you view others.

Suggested Activities:

1. List your assets and liabilities (good points and bad points) and discuss with the class these points as related to good self-concepts. Do not put your name on your paper.

2. If you had a chance to be another person, who would you be? Tell why.

3. View the movies "Felicia" and "Boy." Discuss the points important to a good self-concept and how these youngsters have been affected.

4. Develop a booklet about yourself. Some of the things that you may want to include are: Tell what you look like, describe your family, your best friend, your pets. Tell what you like to do, what you don't like to do, what makes you happy, what makes you sad. Talk about your favorite things such as books, T.V. programs, foods, colors, etc.

ADD YOUR OWN ACTIVITIES

SUB-IDEA VII:

An integrated classroom will provide a testing ground for preparing a youngster for everyday living.

BEHAVIORAL OBJECTIVE:

While participating in an integrated classroom, you should be able to identify the characteristics and contributions of others within your group. You should be able to list 10 positive attitudes with regard toward: others, differences, democracy, and life itself.

Suggested Activities:

1. Help your class plan a "Family Specialty Night" where each child's family can make a contribution to the program -- examples: food, handicrafts, music, dances, etc.

2. Accompany your class on a field trip within the community and visit stores, businesses, homes, and churches. You will return to the classroom and discuss what you observed in regard to interracial behavior.

3. Write one sentence about each student in your classroom. State only something which you like about him.

ADD YOUR OWN ACTIVITIES

SECTION IV

ANNOTATED LISTING OF UNIPACS

ANNOTATED BIBLIOGRAPHY OF THE

UNIPACS FOR

COMMON PREJUDICES OF NEGROES AND WHITES

Stereotyping

Produced by Kenneth R. DeMano

Performance Level: Junior-Senior High School

Based on the affect that stereotyping has on group behavior, the author explains the forms of social typing and the effects of using a stereotyped idea.

Media and Prejudice

Produced by Ellen Hennessy

Performance Level: Upper Elementary

Realizing that people are not born prejudiced, we can see through this Unipac one way in which prejudice is learned. Various media are presented to show the exclusion of black people from advertisements and how, from this exclusion, prejudices can be formed.

Who's the Goat?

Produced by Ruby Murray

Performance Level: Lower Elementary

This is a Unipac for the primary grade student with reading skills. The primary purpose is to define scapegoating and show its effects on the individual.

Prejudice

Produced by Selma M. Seider

Performance Level: Junior-Senior High School

The purpose of this Unipac is to assist in reducing prejudice by providing information about what it is and how it is developed. A definition of prejudice and some information concerning prevailing attitudes help the student to achieve this purpose.